



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project	
Project Name: <i>¿Dónde Está?</i>	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<i>Evanston/Skokie</i>
District No.	<i>District 65 CC School District 65</i>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <i>Patty Tzortzis</i>	* <i>tzortzis@district65.net</i>
*	*
*	*
*	*
*	*
School Name	<i>Chute Middle School</i>
School Street Address	<i>1400 Oakton</i>
School City, State, Zip	<i>Evanston, IL 60202-2798</i>
School Phone Number	<i>847 859-8600</i>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Project Name: ¿Dónde Está?

Abstract: The purpose of the lesson was to teach Spanish prepositions in a unique and creative manner. Two songs were written and created by Patty Tzortzis using Garageband, were then exported to iTunes and finally imported into ActivStudio and presented on a Promethean board. The lesson also included 7 interactive flipchart pages for students and had multiple hands on and interactive activities which addressed students multiple learning styles.

Grade Level: 8th Grade

Subject Area: Spanish

Technology Resources: MacBook, Garageband, iTunes, ActivStudio 3.6

Other Materials Used: Clip art

Standards: **IL Learning Standards: STATE GOAL 28 (A,B,C):**
Use the target language to communicate within and beyond the classroom setting.
28A- Understand oral communication in the target language.
28B- Interact in the target language in various settings.
28C. Understand written passages in the target language.

NETS Standards: #1 & #6

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - a. Apply existing knowledge to generate new ideas, products, or processes.
 - b. Create original works as a means of personal or group expressions.
2. Technology Operations and Concepts
 - a. Understand and use technology systems.
 - b. Select and use applications effectively and productively.
 - c. Troubleshoot systems and applications.
 - d. Transfer current knowledge to learning new technologies.

Process- Students participated in this 3-day lesson. They first read the words out loud in Spanish, listened to the song the teacher created, sang the song and acted out the prepositions in a “cheerleader”

type manner. Everyone in the classroom stood up, sang and did the cheer. At the end of the lesson, students heard a second song in Spanish created by their teacher that used the same vocabulary words. Once the lesson was over and the vocabulary was taught, students had to take the new vocabulary words and create their own song using Garageband. They could mix up the word order, add new prepositions, rap or sing the song. Each student was able to create a song using GarageBand.

Integration-

This project impacted learning because it involved creativity and student choice. Students had to think about what they learned and figure out a way to apply it in the form of a song. Students learned how to use this software and enjoyed the fact that they had a lot of artistic freedom. All students enjoyed the lesson because the flipchart pages made the learning process an interesting way to learn. Students not only heard the song, but they had to complete the activities before they could start the project. Students shared their work with other classmates and peer reviewed each other's work. The class really came alive and everyone was interested in hearing the songs and the overall feedback was extremely positive.

Reflection-

I have taken many classes on technology and the one thing that has always interested me is how I can take different software programs and use them together. This type of "fusion" gives me the ability to create and integrate many types of activities and lessons. It also shows students how to think outside the box. I can easily make a recording using the ActivStudio software, but, when I use GarageBand to create my songs, I am able to take the quality of my work to a new level. When students see teachers using things creatively, they are motivated in trying to create their own things.

In this flipchart, I start with the song. Then, I go to a page where students come up to the board and move objects according to the directions they were given. The next page takes them to trying to find objects that are hidden. As we turn to each new page, a more difficult task awaits them. This makes learning interesting and exciting and they can't wait to see what is on the next slide. At the end of the lesson, they hear the final song and are able to understand all of the new words put together in a creative and innovative way. Having to create their own song as part of their final assessment also gives them something that can keep in their portfolio. This project has made me realize that using technology in new and creative ways can make the classroom experience more meaningful and interesting for both teachers and students.